



Chacewater School LEAP Curriculum



Class: Red Oaks	Curriculum Theme: History - What did the Anglo-Saxons change in Britain?								Term: Autumn 2
L		E			A			P	
		<div>Sequence of Learning</div> <div></div>							
Subject	Intent and links to previous learning	1	2	3	4	5	6	7	Outcome/Composite
History Anglo-Saxons settlement	Previously, children have learnt about relevant periods in British History and will understand chronology and terminology. Children will be able to answer our enquiry question by the end of the sequence.	Why did the Anglo-Saxons invade and how can we possibly know where they settled? Chronology	What does the mystery of the empty grave tell us about Saxon Britain?	How did people’s lives change when Christianity came to Britain and how can we be sure?	How were the Saxons able to see off the Viking threat?	Just how great was King Alfred, really?	How effective was Saxon justice?	So how dark were the dark ages, really?	Children will be able to answer our historical enquiry question, ‘what did the Anglo-Saxons change in Britain?’.
Geography Local area and region study	Children have previously learnt about the different continents and main cities within the UK. Children will be able to locate regions within the UK and accurately use OS maps, compasses and six-figure grid references	To be able to locate England and Europe on a world map	To be able to identify the different regions within the UK	Understand the human and physical features within the South West (locality) and consider how the region can meet the needs of its population	To annotate an Ordnance Survey map of our local area, to accurately locate specific sites, creating accurate six figure grid references.	create a simple land use maps, which has symbols and a key	To use distance and compass points to identify the approximate location of a place		Children will be able to identify the regions within the UK, and be able to give human and physical characteristics of the South-West
Computing Video production	The unit builds on the Year 4 unit ‘Photo editing’ where composition is introduced and the Year 3 unit ‘Stop-frame animation’. By the end of this unit, learners will have developed the skills required to plan, record, edit, and share a video.	To explain what makes a video effective	To use a digital device to record a video	To capture video using a range of techniques	To create a storyboard, which will outline the scenes of the video and which filming techniques will be used	TO explain how to improve the video recorded by reshooting and editing, whilst being able to select the correct tools to make edits	To use feedback and evaluation to improve video through editing and reshooting		Children will have worked in groups to create a video, which uses a range of filming techniques and has been edited to ensure it has the most effective outcome

Real PE – Social		<ul style="list-style-type: none"> PE2/1.1c develop flexibility, strength, technique, control and balance PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best. 							
PE – Gymnastics	develop flexibility, strength, technique, control and balance	Travel - floor	Travel - hand apparatus	Travel - hand apparatus	Rotation - Floor work	Rotation - partner work	Rotation - partner work		
DT Christmas/Festive Biscuits with Advent Calendar	Prior Knowledge: healthy and varied diet, food hygiene, measuring and mixing skills	Select a range of Christmas biscuits and taste test. Evaluate What is the impact of added ingredients/finishes/shapes on the finished product?	Know what ingredients are needed to make biscuits – and find out where the ingredients come from	Design own festive biscuit Which ingredient could be changed? What shape will you choose?	Follow a recipe to make a festive biscuit using techniques: <ul style="list-style-type: none"> Weighing Sieving Mixing Rolling the dough 	Evaluate biscuits: Taste Texture Design			Children will have used their experiences of using food to have made a Christmas/Festive Biscuit
Music Performance	Performing singing, including opportunities for arranging and individual performances at the Christmas concert	Sing a song in unison and three-part harmony	Explore and analyse a song arrangement and its structure	Sing songs as part of the whole school performance by heart.					Children will work through the term at signing a range of songs, using different pitch, tone and tempo. They will use learnt skills to perform in a Christmas carol concert
French Fruit	Children will be able to <ul style="list-style-type: none"> Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. 	To be able to name (with accurate pronunciation) and remember ten fruits in French.	To be able to make the fruits plural	To formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit	Children will be introduced to the negative opinion "Je n'aime pas..." ("I do not like...")	Children will learn how to ask the question "Est-ce que tu aimes...?" ("Do you like...?")			Children will be able to use the learnt fruits, opinions and questions to have a conversation with another child within the class
RE Why do Christians believe Jesus was the Messiah?	Children will build on prior knowledge of Incarnation from EYFS and year 2. Making links between, the nativity, Christmas	To understand where incarnation and Messiah fit within the 'big story' of the Bible	To understand where the Gospel and prophecy texts in the Bibles	To recognise the connections between biblical texts, Incarnation and Messiah	To understand how Christians put their beliefs about Jesus' Incarnation into practice	To find out what Christians do at Christmas	To make wider connections, recall the 'big story' of the Bible, and why the People of God needed a		Show an understanding of Why Christians believe Jesus was the Messiah and make links as to why Christians celebrate Christmas the way they do

	celebrations and why Christians believe Jesus was the Messiah				in different ways when celebrating Christmas		rescuer		
RHSE <u>Discovery education - Similarities and differences</u> <u>Natterhub - Online safety</u>		To understand that we all have strengths and weaknesses, and that we should celebrate out individual strengths and talents.	To create future goals and show an understanding of how these can be achieved	To be able to focus on the benefits of the internet and develop awareness of ways in which pupils can assess and manage risks and ways to keep safe online	To recognise when someone is upset, hurt or angry online	To understand what makes an effective online searcher			Children will be to talk about their strengths and weaknesses, talk to people about their future goals and understand how these can be achieved. They will develop further their understanding of online safety.
Reading Opportunities									